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Management of preschool teachers in preschools in Thanh Liet ward, Hanoi City, according to professional standards

Le Thi Kieu Trang

Chu Van An Kindergarten, Thanh Liet Ward, Hanoi City, Vietnam

Abstract---Managing preschool teachers according to professional standards is a crucial requirement for improving the quality and sustainability of early childhood education in Vietnam. This study investigates the current situation of managing preschool teachers in preschools in Thanh Liet Ward, Hanoi City, according to professional standards. Using a survey of 241 participants, including managers and teachers from seven preschools, the study analyzes key management components such as planning, recruitment, professional development, evaluation, and monitoring. The findings show that teacher management activities are generally implemented at a moderate to fairly good level. Strengths are evident in staff assessment, strategic planning orientation, and teachers' self-evaluation. However, limitations remain in developing concrete teacher development measures, incentive and welfare policies, pedagogical communication training, transparency of evaluation results, and the use of stakeholder feedback. These limitations indicate that professional standards have not yet been consistently applied as a comprehensive management framework. Based on the findings, the study discusses major management implications and proposes a set of feasible measures to improve preschool teacher management according to professional standards. The study contributes empirical evidence to educational management practice and provides practical recommendations for enhancing teacher quality and supporting the sustainable development of preschool education at the local level.

Keywords---preschool teacher management, professional standards, preschool education, educational management, teacher professional development, Hanoi City.



1. Introduction

In the context of fundamental and comprehensive educational reform in Vietnam, managing preschool teachers in accordance with professional standards has become a central requirement for improving the quality and sustainability of early childhood education. Preschool teachers occupy a pivotal position in the educational system, as their professional competence, ethical conduct, and pedagogical practices directly shape children's physical, cognitive, emotional, and social development during the most formative stage of life. A growing body of international research has consistently demonstrated that the quality of preschool education is strongly associated with teacher qualifications, professional knowledge, and opportunities for ongoing professional development (Pianta et al., 2009; Cunningham et al., 2009; Cabell et al., 2011).

Recognizing the critical role of teachers, the Vietnamese Ministry of Education and Training has promulgated professional standards for preschool teachers as a key policy instrument to guide teacher development, evaluation, and management. These standards are intended to function not only as assessment benchmarks but also as a comprehensive framework for planning, professional learning, and quality assurance in preschool education. Studies conducted in Vietnam indicate that training and dissemination of professional standards have contributed positively to teachers' awareness and understanding of professional expectations (Hien & Van Hung, 2021). However, research also suggests that translating professional standards into coherent and effective management practices remains uneven, particularly at the school level (Nguyen et al., 2023).

From an international perspective, effective teacher management aligned with professional standards requires systematic attention to professional development, supportive leadership, transparent evaluation, and sustained institutional support (Kennedy, 2016; Sheridan et al., 2009; Zaslow et al., 2010). Empirical evidence highlights that professional development initiatives grounded in clear standards can enhance teachers' instructional quality, responsiveness, and capacity to support children's learning and socio-emotional development (Piasta et al., 2017; Zinsser et al., 2014). Nevertheless, without appropriate management mechanisms, incentive systems, and feedback processes, professional standards risk being implemented in a formalistic or fragmented manner.

In Thanh Liệt Ward, Hanoi City, preschools have made notable efforts to align teacher management activities with professional standards, including workforce planning, professional training, and performance evaluation. Despite these efforts, practical challenges persist in several key areas, such as the development of concrete teacher professional development plans, pedagogical communication training, transparency of evaluation outcomes, and the provision of motivational and welfare policies for teachers. These challenges reflect broader issues identified in both national and international studies concerning the gap between policy intentions and management practice in early childhood education (Nguyen Ba Minh, 2019; Sandvik et al., 2014; Stansbury & Zimmerman, 2000).

Against this backdrop, this study aims to analyze the current state of managing preschool teachers in Thanh Liệt Ward according to professional standards, with

a focus on identifying strengths, limitations, and underlying causes in management practices. Based on empirical data, the study proposes a set of feasible and context-sensitive management measures to enhance teacher management effectiveness. By doing so, the research seeks to contribute empirical evidence to the field of educational management and to support the sustainable development of preschool education at the local level.

2. Framework for Managing Preschool Teachers According to Professional Standards

Managing preschool teachers according to professional standards is a purposeful, planned, and systematic process implemented by educational management stakeholders to develop a teaching workforce that is sufficient in number, balanced in structure, and strong in political awareness, professional ethics, and professional competence. This approach extends beyond administrative personnel management and emphasizes sustainable professional development, thereby contributing to improved quality of childcare and education in the context of ongoing preschool education reform (Gangal & Yilmaz, 2023).

Decentralization in Preschool Teacher Management: Effective teacher management requires clear alignment between preschool education development goals and the authority and responsibilities assigned to different management levels, while also promoting autonomy and initiative at the school level. Key stakeholders involved in this process include the Department of Education and Training, school leadership, pedagogical councils, and preschool teachers themselves. Among these actors, the school principal plays a central role in organizing, directing, and assuming direct responsibility for the quality of teacher management. The focus of management encompasses both the preschool teaching staff and all activities related to teacher development within the school. Teachers simultaneously function as objects of management and as active participants through self-learning, professional self-development, and self-evaluation (Reynolds et al., 2010). To ensure effective decentralization, appropriate allocation of human, financial, and material resources is essential, along with enhanced school autonomy accompanied by accountability and close coordination between educational authorities and preschool institutions.

Planning Teacher Management Based on Professional Standards: Planning represents the initial and guiding stage of the teacher development process. Preschools are required to develop comprehensive, long-term, and predictive plans that align with preschool education reform objectives and the practical demands of childcare and education at different developmental stages. This process involves assessing the current status of the teaching workforce, forecasting future needs in terms of quantity and structure, identifying development goals and strategies, establishing quality criteria derived from professional standards, balancing staffing allocations, and proposing targeted development measures. Regular review and adjustment of these plans are necessary to ensure feasibility and to maintain coherence between school-level planning and individual teachers' professional development pathways (Sancar et al., 2021).

Recruitment of Preschool Teachers in Line with Professional Standards: Ensuring teacher quality begins with recruitment practices that adhere to professional standards. The primary aim is not only to meet staffing requirements but also to build a workforce characterized by strong professional ethics, solid expertise, and long-term development potential. Recruitment may draw from both internal and external sources, provided that procedures comply with principles of transparency, fairness, and legal regulations. Professional standards should serve as mandatory criteria guiding recruitment decisions, teacher utilization, and subsequent professional development. Comprehensive evaluation of candidates' political awareness, ethical conduct, professional knowledge, and pedagogical skills is essential, avoiding excessive reliance on formal qualifications at the expense of practical professional competence.

Utilization of Preschool Teachers According to Professional Standards: Effective utilization of teachers involves assigning and adjusting responsibilities in accordance with teachers' qualifications, professional competence, experience, and individual aspirations, to maximize workforce effectiveness. This process includes not only task assignment but also activities such as training, retraining, rotation, and workforce screening. Appropriate utilization contributes to increased motivation, initiative, creativity, and professional responsibility among teachers in childcare and education activities. School managers are expected to ensure clear, fair, and objective assignment of duties while harmonizing institutional requirements with teachers' personal aspirations. Such practices also support a balanced staff structure, intergenerational continuity, and alignment with the school's development scale.

Professional Development of Preschool Teachers Based on Standards: Continuous professional development constitutes a central component of teacher management. Its primary purpose is to enhance teachers' professional qualities and competencies in response to the demands of preschool education reform. This process is implemented through various forms, including regular training, periodic programs, and advanced or specialized courses. Professional development activities focus on areas such as professional ethics, pedagogical competence, subject knowledge, modern educational approaches, pedagogical communication skills, and the organization of childcare and educational activities. Training methods should be diverse and flexible, combining centralized training with self-learning and online formats, while emphasizing practical experience and engagement with real professional situations.

Evaluation of Preschool Teachers According to Professional Standards: Assessment of teachers' professional performance serves as a critical basis for determining their level of professional competence and for informing decisions related to professional development, utilization, and career progression. A comprehensive evaluation process includes self-evaluation, peer evaluation, and managerial evaluation. Evaluation criteria focus on professional ethics, professional competence, effectiveness of pedagogical practice, and fulfillment of assigned responsibilities. To enhance its developmental impact, evaluation outcomes should be transparent and closely linked to reward, discipline, and incentive mechanisms, thereby encouraging teachers to continuously improve their professional capacity.

Monitoring and Inspection in Preschool Teacher Management: Monitoring and inspection function as essential quality assurance mechanisms within teacher management systems. These activities enable school leaders to identify limitations, detect emerging issues, and adjust management practices in response to real conditions. Monitoring efforts typically focus on teaching and childcare outcomes, professional documentation, classroom practices, and feedback from managers, colleagues, and parents. Inspection processes should adhere to principles of objectivity, transparency, democratic participation, and developmental orientation. When implemented effectively, monitoring and inspection contribute to improved management efficiency, strengthened pedagogical communities, and gradual enhancement of preschool education quality.

3. Current Situation of Managing Preschool Teachers in Thanh Liệt Ward, Hanoi City, According to Professional Standards

A survey was conducted with 241 participants, including cultural officers, school managers, and teachers from seven preschools in Thanh Liệt Ward, Hanoi City.

3.1. Current Situation of Planning the Management of Preschool Teachers According to Professional Standards

Table 1. Current Situation of Planning the Management of Preschool Teachers According to Professional Standards

Content	Mean	Rank
Assessing the current status of the preschool teaching staff	3.60	1
Identifying goals and development strategies for teachers	3.45	2
Developing quality criteria for preschool teachers	3.32	3
Forecasting the number of teachers	3.14	4
Reviewing and balancing staffing allocations	2.87	5
Developing specific measures to improve teacher quality	2.62	6
Overall mean	3.17	

The findings indicate that planning activities for managing preschool teachers were assessed at a **fairly good level**. The highest-rated activity was **assessing the current status of the teaching staff**, demonstrating that schools pay attention to collecting baseline data for planning purposes. However, **developing concrete measures for teacher development** received the lowest rating, revealing a gap between planning and the implementation of targeted development solutions aligned with professional standards.

3.2. Current Situation of Recruiting Preschool Teachers According to Professional Standards

Table 2. Current Situation of Recruiting Preschool Teachers According to Professional Standards

Content	Mean	Rank
Developing long-term teacher development strategies	3.78	1
Planning teacher recruitment by phases	3.61	2
Public disclosure of recruitment quotas	3.42	3
Ensuring fairness in recruitment	3.20	4
Transparent and rigorous recruitment procedures	2.91	5
Recruitment aligned with professional standards	2.63	6
Incentive policies to attract high-quality teachers	2.29	7
Overall mean	3.12	

Overall, teacher recruitment was evaluated at a moderate to good level. Developing long-term strategies for teacher development was rated the highest, indicating strategic awareness among school leaders. In contrast, incentive and welfare policies to attract high-quality teachers were rated the lowest, suggesting limited competitiveness in recruiting and retaining qualified preschool teachers.

3.3. Current Situation of Professional Development for Preschool Teachers According to Professional Standards

Table 3. Current Situation of Professional Development for Preschool Teachers

Content	Mean	Rank
Professional ethics development	3.40	1
Development of pedagogical competencies	3.20	2
Development of professional knowledge	2.95	3
Training in innovative teaching methods	2.84	4
Training in pedagogical communication and behavior	2.36	5
Overall mean	2.95	

Professional development activities were assessed at a moderate level. Training in professional ethics was emphasized the most, reflecting attention to teachers' moral and professional responsibilities. However, training in pedagogical communication and behavior received the lowest rating, indicating insufficient focus on interpersonal skills, emotional management, and parent-teacher communication, which are essential competencies for preschool teachers.

3.4. Current Situation of Evaluating Preschool Teachers According to Professional Standards

The evaluation of preschool teachers is summarized in Table 4.

Table 4. Current Situation of Evaluating Preschool Teachers According to Professional Standards

Content	Mean	Rank
Teachers' self-evaluation of professional competencies	3.74	1
Evaluation of self-directed professional learning	3.53	2
Evaluation of teaching performance quality	3.29	3
Evaluation of compliance with professional regulations	3.22	4
Implementation of proper evaluation procedures	2.95	5
Public disclosure of evaluation results	2.58	6
Timely rewards for outstanding teachers	2.49	7
Overall mean	3.11	

The findings show that teachers actively engage in self-evaluation based on professional standards. However, publicizing evaluation results and implementing reward mechanisms were rated relatively low, reducing the motivational impact of evaluation activities on teachers' professional growth.

3.5. Current Situation of Monitoring and Inspection in Managing Preschool Teachers According to Professional Standards

Table 5. Current Situation of Monitoring and Inspection of Preschool Teachers According to Professional Standards

Content	Mean	Rank
Developing inspection and evaluation plans	3.49	1
Monitoring through teaching and childcare outcomes	3.34	2
Ensuring objective and scientific inspection procedures	3.24	3
Monitoring through records and classroom observations	2.91	4
Collecting feedback from managers and parents	2.62	5
Overall mean	3.12	

Monitoring and inspection activities were evaluated at a fairly good level. Schools demonstrated strength in planning inspection activities; however, collecting feedback from parents and other stakeholders remained limited, reducing the comprehensiveness and social accountability of teacher management according to professional standards.

4. Discussion

The analysis of empirical data offers important insights into how preschool teachers are currently managed in Thanh Liệt Ward, Hanoi City, within the framework of professional standards. Overall, management practices demonstrate a reasonable level of implementation across major functions, including workforce planning, recruitment, professional development, evaluation, and supervision. This indicates that preschools have begun to respond to policy requirements

related to professional standards and have taken initial steps toward standards-based teacher management.

Nevertheless, the findings also reveal imbalances in how different management functions are carried out. Stronger performance is observed in areas such as workforce assessment, long-term orientation, and teachers' engagement in self-reflection. In contrast, several critical aspects remain underdeveloped, particularly the design of actionable teacher development measures, incentive and welfare policies, pedagogical communication training, transparency of evaluation outcomes, and the systematic use of feedback from parents and other stakeholders. These patterns suggest that professional standards are often referenced at a formal level but are not yet fully operationalized in everyday management practices.

From an organizational standpoint, teacher management in preschools still shows characteristics of a compliance-driven and procedure-oriented approach. The transition toward a professional standard-based management model that prioritizes continuous improvement, shared responsibility, and stakeholder collaboration has not been fully achieved. Limited understanding of professional standards among managers, teachers, and parents, together with gaps in managerial expertise related to planning and evaluation, reduces the effectiveness of teacher development initiatives. In addition, insufficient enabling conditions, such as professional learning opportunities and motivational mechanisms, further constrain the impact of management efforts.

These observations point to the necessity of integrated management solutions that simultaneously address awareness, capacity, structure, and support. Building on the discussion of the current situation, a set of targeted management measures is proposed to strengthen the management of preschool teachers in Thanh Liệt Ward in alignment with professional standards.

Priority should be given to systematic activities that enhance understanding of professional standards among school managers, teachers, and parents, thereby fostering a shared professional culture and stronger cooperation. At the same time, planning processes need to be reinforced so that professional standards are translated into clear goals, practical actions, and monitoring tools that reflect local conditions and development needs.

In addition, professional training for school leaders should be intensified to improve their capacity to manage teachers in a standards-based and development-oriented manner. Management practices related to inspection and evaluation also require further improvement to ensure transparency, fairness, and a focus on professional growth rather than administrative control. Finally, teacher management reforms must be supported by appropriate incentive policies, adequate resources, and mechanisms that promote stakeholder participation and feedback.

5. Conclusion

This study investigated the management of preschool teachers in preschools in Thanh Liet Ward, Hanoi City, from the perspective of professional standards. The results show that teacher management practices have reached a moderate to fairly good level across core management domains, reflecting growing awareness and initial alignment with professional standard requirements in the context of educational reform.

Despite these positive developments, the study identified several persistent challenges that limit the effectiveness of current management practices. While strengths were evident in assessment activities, strategic orientation, and teacher self-reflection, shortcomings remained in the implementation of development-focused measures, incentive systems, pedagogical communication training, evaluation transparency, and stakeholder engagement. These findings indicate that professional standards have not yet been fully institutionalized as an integrated framework guiding all aspects of teacher management.

The study underscores the importance of moving beyond administrative management toward a professional and development-oriented approach to teacher management. Enhancing awareness of professional standards, strengthening managerial capacity, improving planning and evaluation processes, and ensuring supportive conditions are essential for achieving this shift.

In conclusion, the study provides empirical evidence and practical implications that contribute to improving the management of preschool teachers according to professional standards. The proposed management measures are grounded in the local context and offer a realistic pathway for enhancing teacher quality and supporting the sustainable development of preschool education in Thanh Liet Ward, Hanoi City.

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